**Practical recommendations for making feedback more student-centred and inclusive**

Nicol & Macfarlane-Dick (2006) synthesised the educational research literature on feedback and derived **seven principles which might strengthen learners’ capacity to regulate their own** performance and associated, easy-to-implement feedback strategies.

Read the suggested strategies and self-assess:

* whether you already do this - if so put a 
* whether you would consider doing this - if so put a ?
* whether you don’t think this would work for you and your students - if so put a X

and give your reasons

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| **No.** | **Good feedback practice…** | **Associated feedback strategies** | **Your view** | **Your grounds** |
| 1 | **helps clarify what good performance is (goals, criteria, expected standards);** | Provide students with:* written statements of the assessment criteria and/or standards that define different levels of achievement;
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| * examples of standards/levels of work;
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| * carefully constructed criteria sheets;
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| * opportunities to discuss and reflect upon criteria and standards in class (before an assignment);
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| * opportunities to mark or comment on other students’ work;
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| * opportunities to devise or negotiate their own assessment criteria.
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| 2 | **facilitates the development of self- assessment (reflection) in learning;** | Engage students to:* identify criteria and standards that will apply to their work;
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| * make judgements on how their own work relates to these standards;
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| * make judgements on each other’s work;
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| * regularly reflect on criteria and standards;
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| * request the types of feedback they want;
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| * self-assess work before submitting it for marking;
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| * reflect on past work and feedback in a portfolio;
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| * reflect on past progress before planning future actions and milestones.
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| **3** | **delivers high quality feedback information to students about their learning;** | Provide feedback information that is:* timely, corrective, constructive and prioritised;
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| * about future actions (feed forward);
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| * limited in quantity (a usable amount);
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| * online and automated - available anywhere, anytime and repeatedly.
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| **4** | **encourages teacher and peer dialogue around learning;** | Treat feedback as dialogue *not transmission*:* discuss and negotiate feedback in class;
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| * use ‘voting devices’ to conduct class tests and discuss answers;
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| * ask small groups of students to discuss the feedback on their individual assignments;
* promote peer dialogue.
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| **No.** | **Good feedback practice** | **Associated feedback strategies** | **Your view** |
| **5** | **encourages positive motivation and self esteem;** | Provide:* regular, low-stakes formative assessments with feedback on personal progress (i.e. ipsative, not their ranking in the class);
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| * feedback on the performance (not the student as a person);
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| * marks *only after* students have responded to feedback comments;
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| * time for students to resubmit selected assignments – to influence their expectations of learning and assessment;
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| * automated assessment (self-tests) with feedback;
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| * opportunities for students to submit drafts and receive feedback before making final submissions.
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| **6** | **provides opportunities to close the gap between current and desired performance;** | Provide:* feedback on work in progress;
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| * more opportunities for students to resubmit assignments;
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| * introduce two-stage assignments where feedback on stage one helps improve stage two;
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| * demonstrations of the strategies you want students to follow – to reduce the gap between actual and expected standards of performance (e.g. by showing students how to set about structuring an essay, writing an abstract, analysing data, drafting a research proposal);
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| * action points to help students monitor and manage their assignments;
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| * opportunities for students to work in groups and to identify their own action points in class after they have received feedback (i.e. integrate feedback into the teaching and learning process – involve students in generation and use of feedback).
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| **7** | **provides information to teachers that can be used to help shape teaching.** | Gather data by a variety of methods:* collect data regularly on student progress (for instance, from assessments, questions in class, student behaviour/performances);
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| * identify student difficulties with the subject matter or study methods;
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| * use frequent tests, especially diagnostic tests, to generate cumulative information about students’ knowledge and skills;
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| * promote students’ (metacognitive) thinking about their own learning, for example: set questions at the beginning of a session to be answered by students at the end:
	+ What was the most important argument in this lecture?
	+ What question remains uppermost in your mind at the end of this session?
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| * play back to students their answers to these questions in the following teaching session;
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| * ask students to request the feedback they would like when they submit an assignment (e.g. on a feedback proforma);
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| * ask students to identify the difficulties they encountered with an assignment;
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| * encourage students to identify a ’question worth asking’ that they would like to explore for a short time in the next tutorial.
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Adapted from: Debra Macfarlane-Dick & David J. Nicol. Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. Studies in Higher Education (2006), Vol 31(2), 199-218.